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ABSTRACT

South Carolina's State plan for achieving equity and equal opportunity in public colleges and universities, beginning July 1, 1986, is presented. The purposes of the plan are to provide policies, goals, and strategies for continuing efforts to eliminate racial discrimination in the State's public higher education system, and to provide estimates of personnel and financial resources required to implement the plan and to monitor and report annually on implementation of the plan. The plan is divided into the following sections: (1) desegregation of student enrollment, faculty, staff, and governing boards of institutions of higher education (including student recruitment and retention, affirmative action, white student enrollment at traditionally black institutions, black representation on governing boards, financial assistance, institutional grants, school district projects, and graduate incentive fellowships); (2) maintaining enhancement measures at traditionally black institutions; (3) statewide monitoring, coordination, and budget; and (4) appendices (commission staff and the text of a commission response to a question concerning increasing minority representation on governing boards). (KM)

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FOREWORD

(STATEMENT OF PHILOSOPHY)

The Commission on Higher Education recommends to the Governor and the General Assembly that the State of South Carolina adopt and fund a State Plan for Equity and Equal Opportunity in Public Colleges and Universities to commence on July 1, 1986.

It is on that date that the five-year federal plan which was negotiated in 1981 will expire, in the absence of further action by the United States Department of Education or the courts.

But whether additional action be required then, or at a later date, or not at all by federal authorities, the Commission believes that the State has a philosophical, moral, and ethical responsibility to continue its efforts to eliminate any vestiges of segregation which remain in the system.

Profound progress in attitudes, organization, and programs has been achieved during the past five years. Permitting constructive efforts toward the elimination of discrimination in our higher education system to come abruptly to a halt is inconceivable. Nor should we even risk the notion that a relaxation of such efforts will occur simply because of the expiration of modification of the federal mandate.

South Carolina has demonstrated to the nation and to its own citizens that the elimination of discrimination in our society is a goal to which the majority of our people are dedicated. Conscious, ongoing efforts to achieve that worthwhile goal should be a part of our educational and governmental activity in the foreseeable future.

It is in this spirit that the Commission adopts a State Plan for Equity and Equal Opportunity in Public Colleges and Universities.

In so doing, we seek the broad support of the governing authorities, of industry and commerce, of educational leadership, and of all of the people of South Carolina.

We believe that South Carolina can establish a model for other states to emulate in providing equal opportunity for all of its citizens, with continuing efforts born of good will and the determination to eliminate discrimination from our educational system and the entire fabric of our society.

December 5, 1985

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INTRODUCTION

On August 26, 1985, the South Carolina Commission on Higher Education voted to approve the concept of developing a State initiated plan for continuing desegregation efforts in South Carolina in FY 1986-87 and beyond. This South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond has been prepared in response to the Commission's action which directed that such a plan be developed.

The purposes of the Plan are as follows:

1. To provide policies, goals, and strategies for continuing efforts toward the elimination of vestiges of racial discrimination in South Carolina's public higher education system, and

2. To provide estimates of personnel and financial resources required for (1) implementation of the Plan and (2) for monitoring and reporting on Plan implementation, beginning in fiscal year 1986-87 and continuing each year thereafter into the foreseeable future

The Plan was developed through the combined efforts of (1) members of the South Carolina Commission on Higher Education, (2) representatives from the State's institutions of higher education, and (3) representatives from the Governor's Office, certain State agencies, and advisory groups.

This new Plan replaces the federally mandated South Carolina Plan for Equity and Equal Opportunity in Higher Education that will expire on June 30, 1986, and reaffirms the commitment of the State of South Carolina to the continuation of efforts to eliminate vestiges of segregation from the public institutions of higher education.

The new Plan requires each senior public institution of higher education to be responsible for developing its own Student Recruitment and Retention Plan with delineations of the Institution's projections and strategies for recruitment and retention of black students. Each institution's Student Recruitment and Retention Plan will complement, and not substitute for, the affirmative action plan that is updated annually and submitted to the South Carolina Human Affairs Commission.

This document is organized under four sections. Part I, the Desegregation of Student Enrollment, Faculty, Staff, and Governing Boards of Institutions of Higher Education, describes the State's goals and strategies for improving access to higher education for black students and for improving retention and graduation rates of black students enrolled at the Traditionally White Institutions. Also, this section describes the goals and strategies for increasing the number of white students enrolled at the Traditionally Black Institutions, and for promoting equity and equal employment opportunities for blacks in the public institutions of higher education. Part II, Maintaining Enhancement Measures at Traditionally Black Institutions, summarizes the enhancement measures that have been implemented at South Carolina State College and Denmark Technical College since fiscal year 1981-82.

This section includes plans for South Carolina State College and the State Board for Technical and Comprehensive Education to assume responsibility for maintaining these enhancement measures. Part III, Statewide Monitoring, Coordination, and Budget, describes the structure, procedures, and budget for monitoring and reporting on plan implementation. Part IV, Appendices, consists of other information that is relevant to interpreting desegregation efforts in South Carolina.

The South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond is designed to promote equity and, ultimately, academic excellence in the State's public colleges and universities, and at the same time, serve the public good.

I. DESEGREGATION OF STUDENT ENROLLMENT, FACULTY, STAFF, AND GOVERNING BOARDS OF INSTITUTIONS OF HIGHER EDUCATION

A. Overview (Summary of Past Efforts)

1. Student Enrollment

South Carolina's public, Traditionally White Institutions (TWIs) of higher education have put forth significant efforts to increase black student enrollment at all levels, and the State's public Traditionally Black Institutions (TBIs) have made substantial efforts to increase white student enrollment. These efforts are consistent with the South Carolina Higher Education Master Plan's recommendation that "each public, post-secondary institution increase its efforts to recruit students who are in a racial minority on that campus." [1]

The federally mandated South Carolina Plan for Equity and Equal Opportunity in Higher Education currently serves as a blueprint for Desegregation activities in the State's colleges and universities. This Plan will expire on June 30, 1986. Under the federally mandated Plan, activities to desegregate student enrollment emanate from commitments that pertain to seven aspects of student enrollment.

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[1] South Carolina Master Plan for Higher Education, Columbia, S.C.: South Carolina Commission on Higher Education, December, 1979, p. 197.

By October 1, 1985, the State had made considerable progress toward fulfilling all seven commitments pertaining to the desegregation of student enrollment. The following information lists the seven commitments, along with statements summarizing the extent of progress as stated for each of the seven areas in the October, 1985 Annual Report.[2]

Commitment	Extent of Progress as Reported on 10/1/85
1. Increase the proportion of black first-time entering freshmen at State system institutions.	1. Substantial progress has been made toward eliminating the disparity in first-time entering rates of black and white students, but parity has not been achieved. Efforts are continuing to reduce the disparity in 1985-86. (Annual Report, p. 47)
2. Increase the proportion and number of black, first-time entering freshmen at four-year traditionally white institutions.	2. Although efforts are underway to achieve parity with regard to first-time entering students, many of these efforts consist of long term strategies to increase the pool of blacks who are prepared and motivated to attend college. Consequently, the State has not yet fulfilled th's commitment. (Annual Report, [illegible]0)
3. Increase the proportion of black students at traditionally white institutions.	3. The State has made significant progress in increasing the proportion of black students in the State system as a whole, and in most of the senior institutions of higher education. (Annual Report, p. 54)

2 Annual Report on Higher Education Desegregation Efforts In South Carolina, 1984-85. Columbia, S.C.: South Carolina Commission on Higher Education, October, 1985.

Commitment	Extent of Progress as Reported on 10/1/85
4. Increase the proportion of black State residents who graduate from undergraduate institutions in the State system and enter graduate and professional school.	4. Assessments are incomplete. Institutions have been provided with Desegregation Plan funds for (a) awards to graduate students in program areas where blacks are underrepresented, and (b) activities to support recruiting efforts directed toward enrolling more black South Carolina baccalaureate degree graduates in graduate programs at institutions of higher education in South Carolina. (Annual Report, p. 58)
5. Increase the total proportion of white students attending the two traditionally black institutions.	5. The State has ... put forth a good faith effort to increase the proportion of white students attending the two traditionally black institutions. (Annual Report, p. 61)
6. Reduce the disparity between the proportion of black and white students graduating from undergraduate and public higher education institutions.	6. An assessment of the extent to which retention efforts have been successful is incomplete. Many of the unique programs and strategies being implemented to improve retention rates have been successful, but these programs and strategies require additional testing and evaluation to further establish cause/effect relationships. Desegregation Plan allocations for retention activities in 1985-86 were evaluated in terms of their cost effectiveness, as well as the numeric outcomes with regard to improved retention rates. The State has fulfilled its commitment to a good faith effort to improve retention rates and to reduce any disparity between graduation rates for blacks and whites in colleges and universities. (Annual Report, p. 62)
7. Remove educationally unnecessary barriers, if any, to transfer credit.	7. The State has fulfilled this commitment. (Annual Report, p. 63)

Table 1 provides data that show the difference in college entrance rates for black and white students in South Carolina in fall, 1984. Twenty-eight percent of black South Carolina resident high school graduates entered South Carolina colleges, while 58% of whites enrolled in South Carolina colleges. The difference in entering rates of white and black students in fall, 1984 was 28%.

Table 1

College Entrance Rates for Black and White S.C. Resident Students
Fall, 1984

	SC Public HS Graduates in AY 83-84		SC Private HS Graduates in AY 83-84		Total SC HS Graduates in AY 83-84		First-Time Within State Entrants to Undergraduate Study at Two-Year and Senior Colleges Fall, 1984	
	#	%	#	%	#	%	#	Entering Rates
B*	14,362	40	102	4	14,464	38	4,040	28%
W*	21,544	60	2,443	96	23,987	62	13,444	56%
T	35,906	100	2,545	100	38,451	100	17,761	

The following tables show the numbers and percentages of black and white students enrolled in the State's public institutions of higher education.

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* Black/white proportions are estimates; totals are actual. The State does not collect data on high school graduates, by race. Only the total number of graduates is recorded. Public school estimates are extrapolated from actual 1982 data collected by the State Department of Education.

Table 2

First-Time S.C. Resident Entrants to Undergraduate Study
Fall, 1984

Institution	Black Students #	Black Students %	White Students #	White Students %	Total
Aiken Tech College	51	25.76	144	72.73	198
Beaufort Tech College	114	42.22	151	55.93	270
Chesterfield-Marlboro TC	43	26.54	117	72.22	162
Clemson University	95	6.79	1298	92.71	1400
College of Charleston	52	6.89	682	90.33	755
Denmark Tech College	224	96.55	8	3.45	232
Florence-Darlington TC	98	21.73	352	78.05	451
Francis Marion College	117	16.93	572	82.78	691
Greenville Tech College	187	15.69	989	82.97	1192
Horry-Georgetown TC	56	15.95	288	82.05	351
Lander College	68	15.38	370	83.71	442
Midlands Tech College	299	25.08	817	68.54	1192
Orangeburg-Calhoun TC	208	41.60	287	57.40	500
Piedmont Tech College	157	30.31	360	69.50	518
S.C. State College	630	97.22	18	2.78	648
Spartanburg TC	49	10.25	426	89.12	478
Sumter Tech College	164	41.21	223	56.03	398
The Citadel	12	4.05	275	92.91	296
Tri-County Tech College	78	13.27	498	84.69	588
Trident Tech College	425	20.86	1582	77.66	2037
USC-Aiken	40	13.07	265	86.60	306
USC-Beaufort	17	23.61	55	76.39	72
USC-Columbia	400	20.96	1471	77.10	1908
USC-Lancaster	37	24.03	116	75.32	154
USC-Spartanburg	53	13.62	333	85.60	389
USC-Sumter	36	19.78	142	78.02	182
USC-Union	9	16.67	45	83.33	54
USC-Coastal	33	8.51	352	90.72	388
USC-Salkehatchie	40	32.00	85	68.00	125
Williamsburg TC	30	44.12	38	55.88	68
Winthrop College	128	15.42	694	83.61	830
York Tech College	90	18.52	391	80.45	486
TOTAL	4,040		13,444		17,761

SOURCE: OCR 10,000 Series Form NCES 2300-2.3

Table 3

Projected and Actual Enrollment of All First-Time Entering Black Students at Traditionally White Public, Senior Institutions of Higher Education Fall, 1985

Institutions	Projected	Actual	
	%	%	#
The Citadel	14.4	7.4	50
Clemson University	13.3	7.3	165
College of Charleston	17.5	5.8	51
Francis Marion College	22.0	23.4	176
Lander College	22.0	29.5	152
Medical University of S.C.	N/A	N/A	N/A
USC-Aiken	22.0	15.1	61
USC-Coastal	17.5	9.4	58
USC-Columbia	22.0	15.0	433
USC-Spartanburg	22.0	11.7	64
Winthrop College	22.0	16.1	130
Average		12.9	TOTAL 1,340

SOURCE: OCR 11,000 Series Form NCES 2300-2.3 and The S.C. Higher Education Plan for Equity and Equal Opportunity in the Public Colleges and Universities, July, 1981, p.23.

TABLE 4

PROJECTED AND ACTUAL NUMBER AND PERCENT OF BLACK UNDERGRADUATE STUDENTS ENROLLED IN PUBLIC FOUR-YEAR INSTITUTIONS FALL, 1981 AND 1985

	1981				1985			
	PROJECTED %	ACTUAL %	TOTAL	NO. BLACK	PROJECTED %	ACTUAL %	TOTAL	NO. BLACK
CLEMSON UNIVERSITY	2.8%	2.5%	9,918	243	6.1%	5.4%	10,434	559
COLLEGE OF CHARLESTON	6.0%	6.6%	4,931	323	9.5%	7.1%	4,949	349
FRANCIS MARION COLLEGE	14.0%	10.7%	2,441	261	20.0%	14.4%	3,067	442
LANDER COLLEGE	15.0%	14.6%	1,825	267	16.1%	21.1%	2,246	473
MEDICAL UNIVERSITY OF S.C.	3.5%	5.9%	694	41	5.5%	6.9%	861	59
THE CITADEL	6.3%	4.0%	2,476	98	12.5%	5.9%	2,289	134
USC-AIKEN	15.1%	14.6%	1,743	254	15.5%	14.9%	2,071	308
USC-COASTAL CAROLINA	7.5%	7.9%	2,374	187	7.9%	7.3%	2,898	212
USC-COLUMBIA	14.6%	14.6%	18,245	2,669	16.2%	14.5%	15,089	2,194
USC-SPARTANBURG	8.4%	9.1%	2,607	237	8.8%	10.1%	2,955	299
WINTHROP COLLEGE	15.1%	14.0%	4,079	572	16.9%	15.1%	4,065	612
TOTAL	10.6%	10.0%	51,333	5,152	13.0%	11.1%	50,924	5,641

SOURCE: HIGHER EDUCATION STATISTICAL ABSTRACT, SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION 1982 THROUGH 1985

SOURCE OF PROJECTIONS: THE S.C. PLAN FOR EQUITY AND EQUAL OPPORTUNITY IN THE PUBLIC COLLEGES AND UNIVERSITIES, JULY, 1981, P. 23.

2. Faculty, Staff, and Governing Boards

The State has made efforts to achieve representative employment of black faculty, administrators, staff, and other employees at public institutions of higher education; and steps have been taken also to increase black representation on the governing boards of the public institutions of higher education. Under the federally mandated Desegregation Plan, the State's efforts were focused on fulfilling the following commitments:

a. Increase the proportion of black faculty and administrators at each institution in positions not requiring the doctoral degree.

b. Increase the proportion of black faculty and administrators in positions requiring the doctoral degree.

c. Have the proportion of black nonacademic personnel at each institution equal the proportion of black persons in the relevant labor market.

d. Increase the number of black persons appointed to governing boards of public higher education institutions in the State.

The extent to which these commitments are being fulfilled is reflected in the affirmative action plans and employment practices of each institution. Affirmative action employment benchmarks approved by the South Carolina Human Affairs Commission are being used as guidelines for minority employment goals in (1) positions not requiring the doctoral degree, (2) positions requiring the doctoral degree, and (3) positions for nonacademic personnel at each institution. Each

public institution of higher education (including the Commission on Higher Education, State Board for Technical and Comprehensive Education, and the Charleston Higher Education Consortium) developed an affirmative action plan which has been evaluated and approved by the South Carolina Human Affairs Commission, and each institution submits its updated affirmative action plan to the South Carolina Human Affairs Commission for annual review.

Since 1981, the State has increased the number of black persons on governing boards of public institutions of higher education. Statewide, the percent of black board members was 13% in 1981, and had increased to 19% by fall, 1985. The following table shows the number and percent of blacks on the boards of public institutions of higher education in 1983-84 and 1984-85.

Table 5

Percent and Number of Black and White Members on Governing Boards of Public Senior Institutions of Higher Education, the State Board for Technical and Comprehensive Education, and the Commission on Higher Education for 1983-84 and 1984-85

	1983-84					1984-85				
	Percent		Number			Percent		Number		
Institution/Agency	B	W	B	W	T	B	W	B	W	T
The Citadel	6	94	1	15	16	12.5	87.5	2	14	16
Clemson	8	92	1	12	13	8.0	92.0	1	12	13
MUSC	12.5	87.5	2	14	16	12.5	87.5	2	14	16
S.C. State	78	22	7	2	9	78	22	7	2	9
USC	9	91	2	20	22	14	86	3	19	22
Winthrop	7	93	1	13	14	7	93	1	13	14
State College Board (College of Charleston, Lander, and Francis Marion)	24	76	4	13	17	24	76	4	13	17
SBTCE	10	90	1	9	10	10	90	1	9	10
CHE	22	78	4	14	18	22	78	4	14	18
TOTAL	17	83	23	112	135	19	81	25	110	135

B. Goals, 1986-87 and Beyond

The South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond reaffirms the commitment of the State of South Carolina to (1) provide equitable access to higher education for all of South Carolina's citizens; (2) reduce any disparities in entrance rates, retention, and graduation rates of black and white students enrolled in the public higher education system; and (3) promote equity and equal employment opportunities for blacks in the public institutions of higher education. The following goals and strategies are established to guide efforts to desegregate student enrollment, faculty, administrators, staff, and governing boards in 1986-87 and beyond.

1. Improve access to public institutions of higher education for black students.

2. Reduce any disparities that exist between the retention and graduation rates of black and white students enrolled at the traditionally white institutions.

3. Increase the number of other race students enrolled at the traditionally black institutions and the traditionally white institutions.

4. Promote equity and equal employment opportunities in the public institutions of higher education.

5. Maintain equitable representation of blacks on all governing boards of public institutions of higher education.

C. Strategies

1. Institutional Student Recruitment and Retention Plans

By July 1, 1986 and continuing every three years thereafter, each senior, traditionally white, public institution of higher education, through its governing board, shall submit to the Commission on Higher Education a student recruitment and retention plan which will list long-range (three years) and short-term (annual) institutional goals and activities for achieving enrollment parity for black and white students in accordance with the goals of the State Plan. Plans shall be submitted also for branch campuses of the University of South Carolina. The Desegregation Plan staff of the Commission on Higher Education will provide a suggested format and other information to be included in the Student Recruitment and Retention Plans. At a minimum, each institution's plan will include the following information:

a. A profile of the institution that describes its student market, institutional characteristics, enrollment trends (by race) for the past three years, and projected enrollment (by race) for three years

b. A description of plans for improving access for black students to the institution (e.g., describe activities such as early awareness and recruitment programs, admission procedures, procedures for transfer students, and efforts to recruit blacks for graduate programs)

c. A description of plans for reducing disparities that exist between the retention and graduation rates of black and white students (e.g., describe orientation, assessment, placement, and remediation programs available to black students).

d. A list of personnel with responsibilities for implementing the student recruitment and retention activities.

e. The name and position/title of the person(s) responsible for monitoring and evaluating the extent to which the Institution's Student Recruitment and Retention Plan is effective in achieving the State's goals that are delineated in the Plan for Equity and Equal Opportunity in the Public Institution of Higher Education, 1986-87 and Beyond.

Each plan will be evaluated by the Commission on Higher Education staff, reviewed by the Committee on Implementation, and approved by the Commission on Higher Education.

2. Affirmative Action Plans

Each institution of higher education will continue to use the affirmative action employment benchmarks that are approved by South Carolina Human Affairs Commission as a basis for annual updating of affirmative action plans. The institution's affirmative action plan will continue to provide guidelines for minority employment goals in (1) positions not requiring doctoral degrees, (2) positions requiring the doctoral degree, and (3) positions for nonacademic personnel.

The Desegregation Plan staff of the Commission on Higher Education will monitor the extent to which the State is attaining the goal to achieve representative employment of faculty, administrators, staff, and other employees at the public institutions of higher education by (1) compiling and publishing the South Carolina Human Affairs Commission's evaluations of affirmative action plans for each institution and (2) comparing employment data from the institutions to the State and national data on minority availability markets for various employment categories.

3. White Student Enrollment at the Traditionally Black Institutions

By July 1, 1986 and continuing every three years thereafter, each traditionally black institution, through its governing board, shall submit to the Commission on Higher Education a plan for recruiting white students and reducing attrition. These plans shall include, at a minimum, the following data:

a. A profile of the institution that describes its student market, institutional characteristics, enrollment trends (by race) for the past three years, and projected enrollment (by race) for three years

b. A description of plans for increasing other race student enrollment

c. Plans and strategies for recruiting white students and improving retention rates

d. A list of personnel with responsibilities for implementing the student recruitment and retention activities

e. The name and position/title of the person(s) responsible for monitoring and evaluating the extent to which the Institution's Student Recruitment and Retention Plan is effective in achieving the State's goals that are delineated in the Plan for Equity and Equal Opportunity in the Public Institution of Higher Education, 1986-87 and Beyond

Each plan will be evaluated by the Commission on Higher Education staff, reviewed by the Committee on Implementation, and approved by the Commission on Higher Education.

4. Equitable Black Representation on Governing Boards

Each institution will report annually to the Commission on Higher Education the number and percent of blacks on its governing board. The Desegregation Plan staff of the Commission on Higher Education will review, compile, and publish this information annually.

Appendix B is a reprint of proposals that have been approved by the Commission and submitted to the Legislature supporting the enactment of legislation to provide for equitable representation of women and minorities on the governing boards of all public colleges and universities. The Commission reaffirms its support for these proposals as a strategy for implementing the South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond.

5. Financial Assistance for Undergraduate "Other Race" Students

Research indicates that financial aid is the most important factor in implementing effective recruitment strategies for minority students. To support recruitment of other race undergraduate students at the TWIs and the TBIs, an "Other Race" scholarship fund will be available for grants to institutions for the award of grants to black students who attend the TWIs and white students who attend the TBIs. Each of the senior TWIs and the two TBIs will be eligible to apply for participation in the "Other Race" grants program.

6. Institutional Grants for Student Retention Activities

Senior, public institutions and branch campuses of the University of South Carolina may apply for and be awarded grants to support student retention activities that seek to reduce attrition of black students at the TWIs and white students at South Carolina State College. Criteria for determining an institution's eligibility to participate in this grant program will be established by the Commission on Higher Education. These criteria will include, at a minimum, the following:

a. The institution must have a student recruitment/retention plan that has been reviewed by the Desegregation Plan staff of the Commission on Higher Education and approved by the Commission on Higher Education

b. The institution must have made progress toward achieving enrollment equity as defined in guidelines established for the program

7. Public School District Projects

Public elementary, middle, and secondary schools play a vital role in providing educational activities that motivate and prepare students for success in college. Programs and projects that provide instruction, counseling, and goal setting activities for black students in public schools aid in identifying potential college applicants, and at the same time, help to prepare them for success in college. School districts throughout the State are encouraged to establish special programs and projects to help increase the number of black students who will be prepared for and interested in obtaining a college education. A grant program, administered by the Commission on Higher Education, will provide funds to support up to ten public school district projects each year.

8. Graduate Incentive Fellowship (GIF) Program

Funds will be provided to continue support for fellowships to black graduate students in masters and doctoral programs at the University of South Carolina, Clemson University, Medical University of South Carolina, The College of Charleston, The Citadel, Winthrop College, Francis Marion College, and Lander College, and to white graduate students at South Carolina State College. Guidelines for the GIF program will be approved by the Commission on Higher Education.

II. MAINTAINING ENHANCEMENT MEASURES AT THE TRADITIONALLY BLACK INSTITUTIONS

A. Overview (Summary of Past Efforts)

Since 1981-82, efforts have been underway to enhance the roles of South Carolina's traditionally black institutions (TBIs) in accordance with commitments made in the federally mandated Desegregation Plan. These efforts involved upgrading curricula, strengthening the faculty, improving facilities, and increasing funding to overcome past inequities at South Carolina State College and Denmark Technical College.

The results of Desegregation Plan efforts at South Carolina State College are impressive:

1. Fourteen new faculty positions were added in nine academic disciplines to strengthen existing programs and achieve professional accreditation for those programs with professional accreditation standards.

2. Academic support services were strengthened through the addition of nine staff positions, two faculty positions, four graduate assistant positions, and resources for operating expenses in four offices: (a) the Office of Academic Planning and Evaluation, (b) the Office of Admissions and Records, (c) the Library, and (d) the Academic Computing Center.

3. The college's Department of Business Administration has been reorganized into a school of business with three departments: (a) Accounting and Management Information Systems,

(b) Agribusiness and Economics, and (c) Business Administration. The School of Business is preparing for accreditation by the American Assembly of Collegiate Schools of Business.

4. Funds for a new facility for the School of Business have been provided. The building is under construction and is expected to be ready for use by January, 1987.

5. A new program, the Bachelor of Science in Nursing (BSN), has been established. Eighty-five percent of the students enrolled in this program in 1984-85 were white. In addition to attracting white students to attend traditionally black, South Carolina State College, this program further enhances the institution by enabling South Carolina State College to assist in meeting local, state, and national goals for increasing the preparation of nurses as outlined in the State's Higher Education Master Plan.

6. The engineering technology faculty has been strengthened. Desegregation Plan funds were provided to pay for salaries of eight faculty and one staff member in 1984-85 and 1985-86.

7. Offerings in engineering technology have been strengthened, and the programs in electrical engineering technology, mechanical engineering technology, and civil engineering technology were accredited by the Accrediting Board for Engineering and Technology in 1985.

8. The doctoral program in educational administration has been established, and the program in educational administration has

been strengthened. Two degrees are offered: the Ed.S. and the Ed.D. Courses in educational administration will be offered at four sites throughout the State, beginning in January, 1986.

9. Faculty salaries have been upgraded, to the extent that they are on a par with the salaries paid at peer institutions (The Citadel and Winthrop College).

At Denmark Technical College, efforts were made since 1981-82 to (1) enhance academic programs, (2) establish an area commission for the college, and (3) establish and fund a position for a white admissions counselor/recruiter.

The following programs were established and/or improved at Denmark Technical College:

1. Associate Degree Programs
   a. General Business
   b. Accounting
   c. Data Processing
   d. Human Services (Public Service)
   e. Nuclear Engineering Technology*
   f. Computer Engineering Technology*
   g. Climate Control Technology
   h. Machine Tool Technology
   i. Building Construction Technology

2. Diploma Program
   a. Welding

*Nuclear Engineering Technology was enhanced with Desegregation Plan funds in 1982; but has been discontinued and replaced with a new enhancement program in Computer Engineering Technology to begin in fall, 1985.

B. Goals

In 1986-87 and beyond, efforts will be continued to enhance the traditionally black institutions, so that their roles as full partners in the State's higher education system will be evident to all. The following goals are established for 1986-87 and beyond:

1. Maintain support for all of the accomplishments made as a result of previous enhancement efforts at South Carolina State College and Denmark Technical College.

2. Continue enhancement measures deemed necessary to remedy problem situations that may continue in existence as vestiges of the former segregated system.

C. Strategies

1. The Administration and Governing Board of South Carolina State College shall assume responsibility for providing resources to maintain accomplishments made as a result of enhancements initiated with Desegregation Plan allocations by fall, 1989. For the next three years (1986-87, 1987-88, and 1988-89), enhancement funds will be available for awards, in declining amounts, to South Carolina State College. The college shall be eligible to apply for, and receive, enhancement grant awards based on needs identified in a request for funds. The Committee on Implementation will review each request for enhancement funds, and the Commission on Higher Education must give its approval before an award can be made.

2. The State Board for Technical and Comprehensive Education, Denmark Technical College Area Commission, and Denmark Technical College shall assume responsibility for continuing enhancement measures at Denmark Technical College by fall, 1989. For the next three years, enhancement funds will be available in declining amounts for enhancement awards to Denmark Technical College. The Committee on Implementation will review each request for enhancement funds and the Commission on Higher Education must give its approval before an award can be made.

Estimates of Desegregation Plan Allocations Required for Enhancement of the TBIs--1986-87, and Beyond

	1985-86*	1986-87	1987-88	1988-89	1989-90
S.C. State College	$2,443,994	$900,000	$600,000	$300,000	0
Denmark Tech College	208,336	100,000	90,000	70,000	0

*Amounts awarded for current year under the federally mandated desegregation plan.

III. STATEWIDE MONITORING, COORDINATION, AND BUDGET

A. Monitoring and Coordination

The South Carolina Commission on Higher Education is the agency that is responsible for monitoring and reporting on implementation and effectiveness of the South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education. The full Commission shall approve all major policies and the annual budget required for implementation of the Plan.

The Commission's Committee on Implementation of the Higher Education Desegregation Plan shall continue to have responsibility for oversight and review of the staff's work in coordinating and monitoring the implementation of the Plan.

A technical assistance advisory committee consisting of representatives from the public colleges and universities, the Office of the Governor, and other agencies, as appropriate, shall provide professional assistance and advice on how best to implement the strategies included in the Plan.

The Commission's Desegregation Plan staff will conduct and publish annual evaluations of strategies employed by Institutions to achieve the goals in the Plan. The following criteria will be used to evaluate strategies:

1. The extent to which strategies resulted in increased proportions of black students enrolled at the TWIs (and white students at the TBIs).

2. The extent to which efforts were effective in reducing attrition of black students.

3. The extent to which the efforts resulted in an increase of black faculty and staff in academic and nonacademic positions.

4. The extent to which the roles of the TBIs were enhanced, and to which they functioned as full partners in the State's higher education system.

5. The extent to which efforts resulted in increases in the number of blacks on governing boards.

The staff will provide monitoring and coordination activities as follows:

1. Develop and/or update guidelines and criteria for developing the Institutional Recruitment and Retention Plans.

2. Provide technical assistance to institutional personnel with responsibilities for implementing recruitment/retention programs.

3. Evaluate each institution's recruitment/retention plan and make recommendations to the Implementation Committee.

4. Continue to maintain a system for collecting data from each institution, and use these data to assist in evaluating the extent of progress made toward the achievement of goals in the Plan by each institution, and by the State as a whole.

5. Develop policies, guidelines, and procedures for administering the Graduate Incentive Program, the Other Race Grants Program, Public School District Grants Program, and the Institutional Retention Grants Program.

6. Review all requests for enhancement funds and make recommendations to the Implementation Committee.

7. Develop a format for annual progress reports from each institution, and an annual schedule for receiving, reviewing, and compiling these reports into a single document for dissemination to the Commission and other institutions of higher education within the State.

8. Identify promising recruitment/retention strategies that work, and disseminate this information to institutions of higher education within the State.

9. Monitor all Desegregation Plan allocations and expenditures.

10. Monitor enhancement efforts and activities at the TBIs, and make recommendations for funding and publicizing the enhanced programs at the TBIs.

11. Monitor all requests for new academic programs and actions to suspend or discontinue academic programs, and evaluate the impact of such requests or actions on the TBIs to determine whether enhancement efforts/results would be eroded by such actions.

12. Analyze data on the racial composition of governing boards of public institutions of higher education, and prepare an annual report on the extent to which there is equitable representation of blacks on the governing boards.

13. Conduct statewide studies as may be necessary to monitor, evaluate, and report on Desegregation efforts.

14. Make recommendations for the inclusion of equal opportunity and equity goals in the State's higher education master plan.

15. Perform all monitoring and reporting activities that continue to be required by the federally mandated Desegregation Plan.

16. Prepare and disseminate an annual report that includes the following information:

    a. An annual evaluation of equal opportunity and affirmative action efforts in the State's public higher education system.

    b. An annual report on the number of blacks on governing boards of institutions of higher education.

    c. Data showing the number and status of GIF recipients at each institution.

    d. A compilation of the South Carolina Human Affairs Commission's evaluations of affirmative action plans of public institutions of higher education.

B. Budget

Item	1985-86	1986-87	1987-88	1988-89
Other Race Grants		$200,000	$300,000	$400,000
Graduate Incentive Fellowships		500,000	500,000	500,000
Grants for Institutional Retention Projects		400,000	400,000	400,000
Grants for Public School District Projects		50,000	25,000	-0-
Enhancement-S.C. State College		900,000	600,000	300,000
Enhancement-Denmark Tech College		100,000	90,000	70,000
Monitoring, Evaluation & Reporting		120,000	120,000	120,000
TOTAL	$3,857,000	$2,270,000	$2,035,000	$1,790,000

IV. APPENDICES

APPENDIX A

South Carolina Commission on Higher Education

Commission Staff

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

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APPENDIX B

Commission on Higher Education Response to a Request for a Permanent Solution to Increase Minority Representation on the Governing Boards of the Public and Colleges and Universities

APPENDIX B

Commission on Higher Education Response to a Request for a Permanent Solution to Increase Minority Representation on the Governing Boards of the Public Colleges and Universities*

The Commission on Higher Education continues to support the position that legislation should be enacted to provide equitable representation of women and minorities on the governing boards of each public college and university. It is the position of the Commission that laws which restrict board membership based on race, gender, institutional affiliation, geographical residence or political office serve to maintain present inequities. Proposed amendments to existing laws which retain these restrictions fail to address fully the commitment of the State to ensure equitable representation on institutional boards.

Legislation based upon the proposals included in Appendix K of the South Carolina Plan for Equity and Equal Opportunity (the State Higher Education Desegregation Plan) was introduced in the Senate and referred to the Senate Education Committee in 1982. That legislation included most of the criteria necessary to remove present inequities. However, these bills did not receive the endorsement of the Senate Education Committee.

A second proposal in the form of a proviso in the 1982-83 Appropriation Bill to add three gubernatorial appointees to all governing boards except the Clemson Board of Trustees likewise failed in the Senate. A similar proposal in the House was not reported out by the House Education and Public Works Committee.

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* Adopted by the South Carolina Commission on Higher Education on January 6, 1983.

The Commission, in keeping with its responsibilities for monitoring the implementation of the Desegregation Plan, adopted a position paper on July 26, 1982, which authorized the establishment of an Ad Hoc Committee to develop proposed legislation to ensure minority representation or each institutional governing board. The position paper specified that the proposed legislation be presented to the Commission and forwarded with Commission comments to the Joint Legislative Committee established to address this issue.

The Commission transmitted the legislative proposals developed by the Ad Hoc Committee with recommendations as noted in its "Comments" paper to the Joint Senate/House Committee on Trustee Legislation on November 30, 1982. As stated in that paper, the Ad Hoc Committee's Proposal, if enacted, would be an important interim step toward achieving minority representation on governing boards. Thus, progress toward reaching the goal pertaining to the composition of institutional governing boards would be realized.

In a broader sense, however, the Ad Hoc Committee's proposals would not ensure equitable representation of women and minorities on governing boards and therefore fall short of meeting the goals established in the Master Plan for Higher Education.

The Joint Senate/House Committee on Trustee Legislation, after considering the Commission's recommendations on the proposals of the Ad Hoc Committee, requested that the Commission provide its recommendations for a permanent solution to the trustee issue to the Joint Committee before the end of January 1983. In response to this request the Commission recommends that the following provisions be included in legislation to achieve equitable representation of women and minorities on insitutional governing boards of each public college and university:

I. PROPOSED REVISION OF THE GOVERNING BOARDS OF THE CITADEL, MUSC, SOUTH CAROLINA STATE COLLEGE, STATE COLLEGE BOARD OF TRUSTEES, UNIVERSITY OF SOUTH CAROLINA AND WINTHROP.

These governing boards shall be composed of 15 members each, excluding ex-officio members. Two members shall be elected from each Congressional District by the General Assembly, and the Governor shall appoint three members at large with the approval of the Senate.

All terms will be four years, corresponding with the fiscal year, and there will be a limitation of three consecutive terms or parts of a term for each member. Presently serving Board members who are elected under the terms of this legislation will have the status of a new Board member. All vacancies will be filled in the same manner in which the original election or appointment took place.

It is suggested that the filling of these Boards occur in the following manner:

1. All existing Board members shall be entitled to serve out the remainder of the term for which they were elected should they so choose. (This will have the effect, probably, of causing each Board to have a different number of members for a short period of time until the new system takes over entirely.)

2. In the first year of implementation of this plan, one member from each Congressional District will be elected by the General Assembly and two members will be appointed by the Governor for each Board in the State.

3. Two years after that first election, another member to each Board shall be elected from each Congressional District and one additional appointment by the Governor will be made. (This will have the effect of staggering the terms on the Boards so that eight members of each Board will be up for renewal of their terms in years 5, 9, 13, etc., and seven members of each Board will be up for renewal of their terms in years 7, 11, 15, etc.)

4. Any presently seated Board member who chooses to run for a seat under the new plan shall be deemed to have resigned his or her present term upon the qualification of the new member thus elected. (This will have the effect of putting before those presently seated a choice of whether to serve out their present term or to seek election for a "new" term under the proposed system.)

EX-OFFICIO MEMBERSHIP

The following ex-officio members or their designee shall serve on each Board:

Governor
Chairman, Senate Education Committee
Chairman, House Education and Public Works Committee
State Superintendent of Education

In addition to the above members, The Citadel shall have these ex-officio members or their designee:

Adjutant General
Chairman, Senate General Committee
Chairman, House Medical, Military, Municipal and Public Affairs Committee

MUSC shall have these additional ex-officio members or their designee:

Chairman, Senate Medical Affairs Committee
Chairman, House Medical, Military, Municipal and Public Affairs Committee

The legislation which would encompass this plan should include this language:

"Every consideration shall be given to the geographic residence, gender, minority status and economic status to assure that each Board shall be representative of all citizens of the State."

II. PROPOSED REVISION OF THE GOVERNING BOARD OF CLEMSON UNIVERSITY

Clemson University Board of Trustees will be composed of 13 members, seven successors to those named in the Thomas Clemson Will, three members elected at large by the General Assembly and three members appointed by the Governor with the approval of the Senate.

The terms of the elected and appointed members will be four years, corresponding with the fiscal years, and there will be a limitation of three consecutive terms or parts of a term for each member. Presently serving Board members who are elected under the terms of this legislation will have the status of a new Board member. All vacancies will be filled in the same manner in which the original election or appointment took place.

It is suggested that the filling of these Boards occur in the following manner:

1. All existing elected Board members shall be entitled to serve out the remainder of the term for which they were elected.

2. In 1984, the three vacancies for Clemson's Board shall be filled as follows: one shall be elected at large by the General Assembly and two shall be appointed by the Governor with the approval of the Senate. In 1986, two members shall be elected at large by the General Assembly and one shall be appointed by the Governor with the approval of the Senate.

The legislation which would encompass this plan should include this language:

> "Every consideration shall be given to geographic residence, gender, minority status and economic status to assure that each Board shall be representative of all citizens of the State."

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